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ABSTRACT

Forty-eight projects funded by the Elementary and Secondary Education Act Title III, and providing the funds to public school districts to demonstrate the feasibility of educational innovations, are described in this document about Missouri ESEA Title III exemplary programs. Nineteen projects completing the third year of operation, thirteen completing the second year, and sixteen new projects completing the first year of operation of the proposed three year project period provide the categorizations. As of July 1, 1974, eighteen new projects were funded and began the first year of operation of a two or three-year project period. Among the programs and projects described are: children's learning centers for those with learning disabilities, extended class time, conceptually oriented mathematics, drug abuse education, improving teacher competency, improving reading and language arts skills, volunteers in education, reading diagnostic center, guidance to facilitate behavioral change, children's reading clinic, environmental ecological education, typing instruction, right to read, computer managed individualized learning, early childhood education, and career education. Beginning projects are briefly described in a separate supplementary section. (Author/AM)

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INNOVATIVE AND EXEMPLARY PROJECTS IN MISSOURI SCHOOLS

TITLE III

THE ELEMENTARY AND SECONDARY
EDUCATION ACT OF 1965

PUBLIC LAW 89-10

AUGUST 1974

ARTHUR L. MALLORY, COMMISSIONER
STATE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
JEFFERSON CITY, MISSOURI

VD015391

FOREWORD

On the following pages, data concerning projects funded by Title III, ESEA during the 1973-74 school year are given.

The table of contents will give the reader a quick overview of the projects by title and location of the applicant agency.

Included in the body is a brief description of each project with the purpose of acquainting the reader with pertinent general information.

As of July 1, 1973, sixteen new projects were funded and have completed the first year of operation of a proposed three-year project period. Thirteen additional projects have now completed the second year of operation of the proposed two or three-year project period, and nineteen projects have completed their periods of Federal Funding.

The project administered by Lincoln University Laboratory School involves twenty-six school districts in five counties. The project administered by Northwest Missouri State Laboratory School involves twenty-eight districts in seven counties. The project administered by Kirksville serves twenty-one school districts in sixteen counties of northeast Missouri. All other projects involve only the district of the submitting Local Educational Agency.

It should be noted that there were forty-seven projects funded through the State office under Title III, ESEA. An additional eighteen new projects were funded effective July 1, 1974.

TABLE OF CONTENTS

	Page
FOREWORD	i
STATE ADVISORY COUNCIL	v
THIRD YEAR PROJECTS	1
AFFTON #101 PUBLIC SCHOOLS Model For Children's Learning Center	2
CAPE GIRARDEAU #63 PUBLIC SCHOOLS Facilitating Learning Through Systems Modification	3
COLUMBIA PUBLIC SCHOOLS Conceptually Oriented Mathematics Program	4
FERGUSON R-II PUBLIC SCHOOLS Drug Information And Attitude Development	5
FRANCIS HOWELL R-III PUBLIC SCHOOLS Year-Round Inservice In Action	6
JENNINGS PUBLIC SCHOOLS Jennings, Missouri Learning Laboratory	7
KANSAS CITY #33 PUBLIC SCHOOLS Volunteers In Education	8
KIRKWOOD R-VII PUBLIC SCHOOLS Kirkwood Counselor Para-Professional Plan	9
LEE'S SUMMIT R-VII PUBLIC SCHOOLS Broadening Elementary Vocational Concepts	10
LINCOLN UNIVERSITY Reading Diagnostic Center	11
MAPLEWOOD-RICHMOND HEIGHTS PUBLIC SCHOOLS Maplewood-Richmond Heights Preschool Program	12
MT. VERNON R-V PUBLIC SCHOOLS Guidance To Facilitate Behavioral Change	13
NEW MADRID R-I PUBLIC SCHOOLS Learning Improvement Center	14
NORTHWEST MISSOURI STATE UNIVERSITY Children's Reading Clinic	15
PARKWAY PUBLIC SCHOOLS Environmental Ecological Education	16

TABLE OF CONTENTS
(Continued)

	Page
PATTONVILLE R-III PUBLIC SCHOOLS Talking Texts And Tests	17
ST. LOUIS PUBLIC SCHOOLS Project For Greater Faculty Effectiveness	18
SIKESTON R-VI PUBLIC SCHOOLS Child Study Center	19
* * * * *	
SECOND YEAR PROJECTS	20
BERKELEY PUBLIC SCHOOLS Individualized Large Typing Class Instruction	21
BRENTWOOD PUBLIC SCHOOLS Upgrading Reading In Content Areas	22
DESOTO #73 PUBLIC SCHOOLS Drug Abuse Prevention Education Project	23
DONIPHAN R-I PUBLIC SCHOOLS Area School Vocational Guidance	24
INDEPENDENCE #30 PUBLIC SCHOOLS Prevention, Diagnosis Of Reading Problems	25
KIRKSVILLE R-III PUBLIC SCHOOLS Missouri Environmental Studies Approach (MESA)	26
MEHLVILLE R-IX PUBLIC SCHOOLS Let's Get Ready For Kindergarten	27
NIXA R-II PUBLIC SCHOOLS Intermediate Grades Accelerated Reading Program	28
PARKWAY PUBLIC SCHOOLS Right To Read Reading Clinic	29
ST. ELIZABETH R-V PUBLIC SCHOOLS Accountability For Educators To Students	30
ST. LOUIS PUBLIC SCHOOLS Computer Managed Individualized Learning Project	31
SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY Early-Expanded Education For Auditorially Impaired	32
UNIVERSITY CITY PUBLIC SCHOOLS Guidance And Counseling Teams	33

TABLE OF CONTENTS
(Continued)

	Page
FIRST YEAR PROJECTS	34
BLUE SPRINGS R-IV PUBLIC SCHOOLS Systematically Designed Career Education Program	35
CLEARWATER R-I PUBLIC SCHOOLS Home Centered Early Childhood Program	36
FERGUSON R-II PUBLIC SCHOOLS Child Development Center	37
FORT OSAGE R-I PUBLIC SCHOOLS Learning Disability Laboratory Program	38
FORT ZUMWALT R-II PUBLIC SCHOOLS Individualized Instruction For The Handicapped	39
FOX C-6 PUBLIC SCHOOLS C-6 District Goes Metric	40
MARYVILLE R-II PUBLIC SCHOOLS Skill Training Special Education Students	41
MEHLVILLE R-IX PUBLIC SCHOOLS Career Education Project	42
NEW BLOOMFIELD R-III PUBLIC SCHOOLS Development Career Guidance Counseling Project	43
NORMANDY PUBLIC SCHOOLS Junior High Assessment/Mini School Center	44
NORTH CALLAWAY R-I PUBLIC SCHOOLS Reading Expansion And Enrichment Program	45
ROCKWOOD R-VI PUBLIC SCHOOLS Improving Teacher Skills Reading Instruction	46
ST. CHARLES PUBLIC SCHOOLS An Integrated Individualized Curriculum Model	47
UNIVERSITY CITY PUBLIC SCHOOLS High School Of The Arts	48
WAYNESVILLE R-VI PUBLIC SCHOOLS Individualization For Successful Learning	49
WEBSTER GROVES PUBLIC SCHOOLS Complementary Instructional Motivational Program	50
BRIEF DESCRIPTIONS OF BEGINNING PROJECTS	51

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*Mr. Perry Kirkpatrick assumed Dr. Edward Fields position on the council effective July 1, 1974.

TITLE III

PROJECTS COMPLETING

THE THIRD YEAR OF OPERATION

8

AFFTON #101 PUBLIC SCHOOLS

MODEL FOR CHILDREN'S LEARNING CENTER

Project Number: 35-71-01-2

Third Year Budget: $41,745.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-6

Project Director:
Dr. Paul Onkle
8701 MacKenzie Road
St. Louis, Missouri 63123

Supt. of LEA:
Dr. Paul Onkle
8701 MacKenzie Road
St. Louis, Missouri 63123

Prior to the advent of this project, statistics revealed that 5.8 percent of the students in the Affton School District had been identified as children with learning disabilities. This indicated the need for additional programming to meet the needs of this target group.

The Affton project has attempted to make provisions for these needs by establishing Children's Learning Centers. A center has been established in each of the four elementary schools in the district. The model used provides a unique innovative method whereby the needs of the underachiever with learning difficulties can be met without encountering the usual student/parent fears and resistance which accompany the assignment of a child to a "special education room." Assignment to the learning center has become analogous to being scheduled for instruction in physical education, music, and remedial reading, with the student returning to his regular classroom at the conclusion of his learning center experience.

Diagnosis and screening for the target group begins with the classroom teacher. After reviewing the teacher recommendations, the learning disabilities teacher establishes a priority list to be followed in further diagnostic testing. All test results are reviewed by the learning center teacher and a learning disabilities consultant.

Students in need of this type of special education are admitted to the program upon consent of their parents. Children in the public schools may attend the learning center on a five times per week basis or as many times per day as the co-curriculum subject in which he is deficient is taught within the classroom.

Learning center activities include the utilization of materials and methods appropriate to each child and his learning difficulties. Individual instruction by a trained teacher and an assistant aids the child in achieving proper psychological and educational attitudes and abilities, enabling him to return to full-time in his regular classroom.

This project, having proven itself to be successful, will be continued in the future at local district expense.

CAPE GIRARDEAU #63 PUBLIC SCHOOLS

FACILITATING LEARNING THROUGH SYSTEMS MODIFICATION

Project Number: 35-71-02-2

Third Year Budget: $43,189.50

Grant Period: 7/1/73 to 6/30/74

Grade Span: 10-12

Project Director:
Norris E. Johnson
205 Caruthers
Cape Girardeau, Missouri 63701
Supt. of LEA:
Charles E. House
61 North Clark
Cape Girardeau, Missouri 63701

This project focuses on two major thrusts:

1. To change the plan for scheduling classes at Cape Girardeau Central High School from a traditional schedule of seven 55-minute class periods each day to a more flexible Trimester/Modular Schedule.

2. To provide an inservice education program for teachers which will enable them to more effectively use the extended class time provided under the new schedule.

The Trimester/Modular Scheduling Plan divides the school year into three trimesters of sixty days each. The school day is divided into fourteen 27-minute modules with a 5-minute passing time between modules. Modules are then combined into blocks of time to provide enough minutes of in-class instruction to give Carnegie units of credit, to schedule teachers to class loads which do not violate the standards for accreditation, and which can provide different lengths of class periods to fit different kinds of subject matter and different kinds of learners. In all, the plan offers nine different types of class time allocation. Under the plan a normal student load is 2+ units of credit each trimester.

Research evidence obtained by the school from pilot long-block-of-time classes has shown conclusively that the effectiveness of extended classes to improve learning is directly related to how teachers use the longer period. The inservice education program is designed to help teachers gain skills in new and improved methods of teaching, use time more effectively, work together more efficiently and see the student as an individual.

In April 1974, this project received national validation by an evaluation team from Indiana.

COLUMBIA PUBLIC SCHOOLS

CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM

Project Number: 35-71-03-2

Third Year Budget: $34,639.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: 1-8

Project Director:
Mrs. Alta M. Harness
310 North Providence Road
Columbia, Missouri 65201

Supt. of LEA:
Dr. Robert C. Shaw
1002 Range Line
Columbia, Missouri 65201

The Conceptually Oriented Mathematics Program (COMP) is a managemental program that is both diagnostic and prescriptive. Students are tested to determine their individual strengths and weaknesses and are instructed accordingly. The program provides continuous progress until the student is ready for algebra. Two major areas of concern for today's educators are the subject-centered curriculum which fails to recognize individual differences in students to fit textbook molds. COMP is designed to adhere to the learning needs of the individual.

COMP is a student oriented program that places the focal point of enrichment on the student. The teacher acts as classroom manager rather than lecturer. While the student is progressing through a concept in a given level, the teacher is offering guidance and using innovative teaching aids suggested in COMP.

This project provides for accomplishment of two basic objectives: (1) The development of an ungraded appropriate placement mathematics program for students in grades 1-8 which will provide a basis for the initial and continuous evaluation of mathematics competencies and weaknesses of each student, and (2) as a result of working in the program during the school year, 60% of the students will exceed their previous average yearly gain in mathematics as measured by a nationally standardized mathematics achievement test.

The management program developed consisted of a scope and sequence chart and individual profile sheets, and for each of the twenty-five levels placement tests, two post-tests, and teacher's guide books were produced. For each behavioral objective a complete lesson is developed with mathematical ideas, vocabulary, activities, recommended commercial tapes and filmstrips, and textbook references with multi-grade level materials in both Houghton-Mifflin and Addison-Wesley.

In April 1973, this project received national validation from an evaluation team from Indiana.

FERGUSON R-II PUBLIC SCHOOLS

DRUG INFORMATION AND ATTITUDE DEVELOPMENT

Project Number: 35-71-04-2

Third Year Budget: $65,200.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

Project Director:
George Friesen
705 Waterford Drive
Florissant, Missouri 63033
Supt. of LEA:
Dr. Warren M. Brown
655 January Avenue
Ferguson, Missouri 63135

The Drug Abuse Education Project in the Ferguson-Florissant School District was a comprehensive K-12 program designed primarily to train teachers and develop curriculum in the area of drug abuse. During the three year term of the project, instructional units were developed for all grade levels and implemented in district schools as part of the ongoing instructional program. The curriculum was developed and implemented by district teachers who took part in a training program that included an introductory workshop in drug abuse education followed by a three-hour graduate level course designed to prepare teachers to write drug abuse curriculum.

Being heavily influenced by various research studies which suggested that factual approaches to drug abuse education were ineffectual, this project developed instructional units directed at alleviating the causes of drug abuse. The project was only secondarily concerned with drugs, which it saw as being only a symptom of a number of social/individual problems. The project categorized those problems which cause drug abuse under the general rubric of decision-making. It viewed decision-making as a function of the individual's self-concept, his values system, and that factual information which he has available.

The project's K-12 instructional program is entitled: Decision-Making: A Focus on Self-Concept, Values, and Information. It has been distributed to over 100 school districts and universities throughout the United States and Canada.

To support the decision-making instructional program the project staff designed and implemented a large number of community education programs. Numerous presentations were made to service clubs, PTA's, professional associations, and religious groups. Also, the Social Seminar--a training program developed by the National Institute of Mental Health--was utilized with community groups.

In addition to support the curriculum development effort 650 district staff members and 120 staff members from parochial schools attended a series of four-session (two weekend) workshops. These workshops stressed the fact that drug abuse is not a problem but a symptom of a number of differing social problems. Also the workshops suggested that, because the alleviation of drug abuse will be directly related to our ability to work with these varied social problems, all aspects of any school's curriculum bear directly upon drug abuse.

FRANCIS HOWELL R-III PUBLIC SCHOOLS

YEAR-ROUND INSERVICE IN ACTION

Project Number: 35-71-05-2

Third Year Budget: $61,057.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: 1-6

Project Director:
Charles Hensley
Route #2
St. Charles, Missouri 63301

Supt. of LEA:
Dr. Gene Henderson
Route #2
St. Charles, Missouri 63301

The Francis Howell School District has developed an inservice training program which focuses on developing and improving teacher competency in prescribing appropriate instruction for each individual child in his or her class.

This project provides the participants a series of meaningful experiences by incorporating sound educational theory with practical teaching situations. Various programs and educational strategies will be developed by the participants and used in their classroom.

Skills in promoting inquiry process learning in science and social studies will be developed through teacher study of programmed material, the utilization of new science and social studies materials in the classroom, and inservice training by recognized authorities in the science and social studies curricula.

Intensive training in individualizing instruction is offered to both elementary and secondary teachers. They develop their own materials as well as choose from a variety of commercially prepared materials. Teachers have developed a reading continuum, math continuum, learning activity packets, classroom learning centers, and several programmed lessons for their classes.

JENNINGS PUBLIC SCHOOLS

JENNINGS, MISSOURI LEARNING LABORATORY

Project Number: 35-71-06-2

Third Year Budget: $109,840.72

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

Project Director:
Dr. Ralph Huesing
2300 Shannon Avenue
Jennings, Missouri 63136

Supt. of LEA:
Arthur E. Wehmeier
8866 Cozzens Avenue
Jennings, Missouri 63136

A wide range of diagnostic and remedial services characterizes the Jennings, Missouri Learning Laboratory Program. Designed to focus on those students whose learning disabilities impede their progress in the broad areas of communication and problem-solving, the learning laboratory utilizes an eclectic approach by bringing many disciplines to bear on the various kinds of learning problems. Emphasis is placed in improving reading and language arts skills by first locating and solving (diagnosing and assessing) the disability and then developing an individually prescribed program whereby the student can utilize his strengths and improve his weaknesses.

With an initial goal of improving the English-reading skills of 130 students K-12, the special project team located in the central learning laboratory and four diagnostic centers involved these personnel: laboratory coordinator, learning specialist, clinical psychologist, social worker, counselors, interns, diagnostic teachers and instructional aides. In addition, regular school personnel and others, such as nurses, student teachers, tutors and university consultants are involved in a coordinated effort to lead those students who are performing below grade level to become more productive, successful citizens.

An inservice training program was conducted annually to instruct English teachers in methods of diagnosing and prescribing programs for children with learning deficiencies as well as providing these teachers with methods for helping the students to overcome their learning problems in reading. The educational cycle came full circle with the involvement of parents in improved child-parent-teacher communications.

Continual evaluation of student progress and staff techniques was made during the duration of the program. The success of the program was measured through a pre-test post-test design to determine the extent to which the goals of the project had been met.

This project received national validation from an evaluation team from Minnesota in April 1974.

KANSAS CITY #33 PUBLIC SCHOOLS

VOLUNTEERS IN EDUCATION

Project Number: 35-71-07-2

Third Year Budget: $30,579.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

Project Director:
Mrs. Evelyn LeVine
1211 McGee Street
Kansas City, Missouri 64106

Supt. of LEA:
Dr. Robert L. Medcalf
1211 McGee Street
Kansas City, Missouri 64106

Volunteers in Education is a program which provides volunteers, trained for a particular service, to assist and work with the school staff during school hours, offering supportive service and reinforcing the instruction of the professional staff.

Twenty-two training sessions and workshops were conducted by persons from the administration, covering the areas in teaching and learning where volunteers could make the greatest contribution. These highly professional workshops covered the areas of tutoring reading, tutoring math, library assistant, classroom assistant, special education assistant, eye testing, and Gross Motor Development in early childhood.

Some special materials for the program have been produced and been very well received. A handbook for Volunteers in Education, "The Vital Volunteer" is given to each volunteer at orientation and training sessions. A handbook for "The High School Legal Education" component of the V.I.E. program, is given to all lawyers and teachers participating in the program. A special set of tutoring packets (42 to a set) for tutoring reading in sound-symbol relationships has been developed. In addition, portfolios consisting of materials and specific aids to assist volunteers in the chosen area of service, were prepared and supplied to each volunteer at training sessions and workshops.

Two important components have been added to the project since it began, Adopt-A-School, and High School Legal Education. In the Adopt-A-School component, an organization is committed to provide the volunteers needed by a school with particular needs, and to provide some of the material needs also. In the High School Legal Education Component, members of the legal profession, on a regular basis, participated in the Family Living courses for seniors, in eleven high schools, imparting to the students a practical working knowledge of those aspects of the law which would be directly affecting their lives as they obtained jobs and established families.

During 1973-74, 1,740 volunteers served in 95 public and 3 nonpublic schools, and contributed 182,800 hours of service.

By board action, this project will continue with the same staff and an increased budget at local expense.

KIRKWOOD R-VII PUBLIC SCHOOLS

KIRKWOOD COUNSELOR PARA-PROFESSIONAL PLAN

Project Number: 35-71-08-2

Third Year Budget: $36,933.57

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

Project Director:
Robert J. Mosby
516 South Kirkwood Road
Kirkwood, Missouri 63122

Supt. of LEA:
Dr. Raymond Waier
516 South Kirkwood Road
Kirkwood, Missouri 63122

The basic purpose of this program is to increase counselor contact with secondary students, parents and faculty through three basic program thrusts.

1. Through employing and training para-professionals to assume some counselor oriented functions, such as scheduling, testing, information dissemination and general clerical routine, counselors can spend more time counseling. As guidance services have thus been expanded and improved, most students have increased their knowledge relative to their school and its services.

2. Through an updating of training of counselors and teachers in the skill of behavioral contracting and accurate empathy and by training teachers along with counselors in these skills, the objective is to increase the area of understanding and cooperation between counselors and teachers which will facilitate the effective implementation of an expanded counseling program in the Kirkwood secondary schools and increase counseling services for students. Improvement in student maladaptive responses to school, such as better grades, better study habits, better class discipline, better attendance, fewer tardies, etc. have been the student related objectives of this program.

3. Through providing for free classes for parents who wish to be more effective with their adolescent children, it is proposed that school related behavior for students whose parents attend classes will improve along dimensions such as fewer absences and fewer classroom and school disturbance reports to assistant principals.

Counselor assistants have been involved in placing students in jobs, administering secondary intelligence and achievement test batteries, participating in schedule changes for students, disseminating guidance information bulletins and assisting counselors in numerous guidance-oriented tasks.

LEE'S SUMMIT R-VII PUBLIC SCHOOLS

BROADENING ELEMENTARY VOCATIONAL CONCEPTS

Project Number: 35-71-09-2

Third Year Budget: $21,050.28

Grant Period: 7/1/73 to 6/30/74

Grade Span: 6

Project Director:
Dr. Bernard C. Campbell
108 E. Second Street
Lee's Summit, Missouri 64063

Supt. of LEA:
Dr. Bernard C. Campbell
108 E. Second Street
Lee's Summit, Missouri 64063

The title "Broadening Elementary Vocational Concepts" states the main purpose of the project. Throughout the year students related school subjects to different occupations, developed wholesome attitudes toward work, learned the importance of getting along with others and recognized their individual abilities, skills and interests in relation to the job they felt they might be interested in later. These were incorporated in the lessons of each class.

Each class had their own material, such as occupational briefs from the SRA Work Kit, Student Record Books, SRA Job Family Series, and various brochures and pamphlets which had been ordered from many sources. Class time was devoted to working with this material, viewing films or filmstrips on various occupations and having resource people in to be interviewed by the students.

Field trips to various companies and presentations made by representatives of these companies about the 'job scene' in their company is another way to "broaden concepts".

The handbook consists of nine concepts:

1. Individuals differ in abilities.
2. Hobbies and leisure time affect your choice of a career.
3. The individual works to meet personal and social needs.
4. Jobs change.
5. Information about careers is needed by all individuals.
6. Jobs are varied and grouped in families.
7. Learning how it's done.
8. How location affects work.
9. Jobs we all have.

LINCOLN UNIVERSITY

READING DIAGNOSTIC CENTER

Project Number: 35-71-10-2

Third Year Budget: $72,213.12

Grant Period: 7/1/73 to 6/30/74

Grade Span: 1-12

Project Director:
Dr. George L. Johnson
Lincoln University
Jefferson City, Missouri 65101

Supt. of LEA:
Dr. James Frank
Lincoln University
Jefferson City, Missouri 65101

The regional Diagnostic Reading Center serves a five county area of Central Missouri (Cole, Callaway, Moniteau, Miller, and Osage). Included in this area are twenty-six school districts and approximately 60,000 pupils.

Students are referred to the Center by the principal upon the recommendation of the classroom teacher. Initial forms are filled out by the school and the parents.

Pupils are accompanied to the Center by the parent and teacher or counselor and are interviewed by the staff members. At that time each pupil undergoes a battery of tests for diagnostic purposes. Each pupil is tested in the following areas:

a. Mental Capacity
b. Achievement
c. Diagnostic - formal and informal
d. Personality Adjustment
e. Visual and Audio Screening

On the basis of the information obtained from records, observation and test results, some children are referred for medical, or psychiatric examination.

Upon completion and analysis of the diagnosis of each pupil tested, and if necessary, the staff will develop and initiate a recommended remediation program. The program is sent to the school with instructions for the teacher. The child should follow the prescribed remediation program for at least four months. At that time the pupil will be checked to determine progress in the development of reading skills.

Staff members have made over three hundred seventy-five visits to the schools in the project area for conferences with superintendents, principals and teachers. There has been four hundred twenty-seven teachers in attendance at the workshops conducted by the Reading Center Staff at Lincoln University and three hundred seventy-six teachers attended night meetings in the area. This project will be continued at local expense with a reduced staff.

MAPLEWOOD RICHMOND HEIGHTS
PUBLIC SCHOOLS

Project Number: 35-71-11-2

Third Year Budget: $34,597.52

Grant Period: 7/1/73 to 6/30/74

Grade Span: Preschool

MAPLEWOOD RICHMOND HEIGHTS
PRESCHOOL PROGRAM

Project Director:
Mrs. Billy Leon Shumate
7648 Jerome
Maplewood, Missouri 63143
Supt. of LEA:
Clint E. Crites
7509 Manchester Road
Maplewood, Missouri 63143

An innovative preschool project was instituted for all three and four year old children in the district in September 1971. The program is designed for three year olds to participate each Tuesday and Thursday, and four year olds each Monday, Wednesday, and Friday. Children are assigned to a morning or afternoon session based primarily on school attendance areas, and both sessions operate for 2 hours and 30 minutes. The preschool center is staffed by four certified teachers, three teacher aides, a secretary, and a project director. A total of 210 children were enrolled in the first year, 260 the second year, and 320 in the third year.

Parental participation is an integral part of the preschool and parents may be found observing and assisting almost any day of the year. Parent meetings and small group seminars are held frequently to orient parents to the educational, psychological, physical, and social needs of their children.

The preschool program provides a stimulating learning environment where each child has the opportunity to progress at his own rate through the curriculum with emphasis on individualized instruction. There are five major learning centers in the school through which the children may move at their own discretion. A child is not required to spend a specific amount of time in each center, rather he is encouraged to explore available activities in the centers which are of interest to him. The Creativity Center is a stimulating area for the exploration of art media, creative dramatics and crafts. A Mathematics and Science Center introduces children to seasonal changes, planting and growing bulbs, concrete number games and cuisenaire rods. The Readiness Center stimulates interest in listening to stories, viewing informative movies and transparencies and generally provides a pleasant informal readiness atmosphere. A Constructive Play Area where children explore the use of the balance beam, building with large blocks and riding wheel toys is another popular center. The Music Center provides opportunities for singing, playing rhythm instruments, and listening to music with recorders and headsets. In the third year, the organizational and educational pattern changed in that the children were with one teacher at all times in a more self-contained setting.

The preschool is designed to give children a pleasant introduction to school through its emphasis on discovery learning, and to prevent learning difficulties through an early positive start in school.

In April 1974, this project received national validation from an evaluation team from Indiana.

MT. VERNON R-V PUBLIC SCHOOLS

GUIDANCE TO FACILITATE BEHAVIORAL CHANGE

Project Number: 35-71-12-2

Third Year Budget: $6,730.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: 1-6

Project Director:
Paul Maple
Mt. Vernon Elementary School
Mt. Vernon, Missouri 65712
Supt. of LEA:
Dr. Zane B. Ford
Landrum & Sloan
Mt. Vernon, Missouri 65712

The teachers of Mt. Vernon Elementary School have been aware of and frustrated by children who they have recognized as capable but underachievers. These teachers have associated the problems with immaturity, low attentiveness and/or anti-social behavior. They proposed to decrease the number of students now identified as underachievers by implementing a program of behavior modification activities.

The staff of Mt. Vernon Elementary School worked as a team to put into effect a series of activities which are designed to stimulate a behavioral change on the part of the students. After identification of the underachieving students, the staff determines the appropriate behavior modification procedures and develops a schedule of activities to create a behavioral change toward the positive. The progress of each identified student is monitored and recorded. Parents are asked to assist in providing additional experiences and reinforcement.

Fifty-one children were identified by teachers, using the Kellum and Schiff Teacher Rating of Counseling Needs survey, as children being either moderately or severely troubled in the area of attenuation. Twenty of the fifty-one children were cross-identified as also needing remedial instruction in three out of four areas of the academic curriculum.

On the basis of the twenty-eight week study, the following conclusions were drawn. The length of attention span was increased by the use of operant conditioning. The average achievement assessment per grade in reading in math was, in most instances, as high as anticipated.

An adopted method of attempting to remediate severe socialization problems was the establishment of group counseling sessions. These sessions were held for forty-five minutes, one day per week. Teacher conferences were scheduled at the beginning of the study in an effort to identify the anti-social behavior of the target students.

Group counseling techniques were the introduction of stimulus stories selected from the Ojeman series and the NEA materials. Filmstrips dealing with attitudes were found to be quite well received.

NEW MADRID R-I PUBLIC SCHOOLS

Project Number: 35-71-13-2

Third Year Budget: $72,990.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-6

LEARNING IMPROVEMENT CENTER

Project Director:
G. Robert Williams
P.O. Box 142
Canalou, Missouri 63828

Supt. of LEA:
W. Ray Melton
P.O. Box 56
New Madrid, Missouri 63869

The Learning Improvement Center engaged in identifying and assisting students in grades K-6 who were not achieving at their expected potential. Each student was first referred by his teacher and local principal, the center then screened, diagnosed, and wrote prescriptions for him; and then provided follow-up services to ascertain his progress.

The symptoms most often causing referrals were low grades, anti-social behavior, withdrawal, vision problems, speech problems, hearing problems, and coordination problems.

After referral, parental permission was obtained before the student visited the center.

The Learning Center staff consisted of: A director, psychological examiner, counselor, reading specialist, speech and hearing therapist, learning disabilities specialist, and social worker.

NORTHWEST MISSOURI STATE UNIVERSITY

CHILDREN'S READING CLINIC

Project Number: 35-71-14-2

Third Year Budget: $31,990.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: 1-9

Project Director:
David Bauman
Northwest MO State University
Maryville, Missouri 64468

Supt. of LEA:
Dr. Robert Foster, President
Northwest MO State University
Maryville, Missouri 64468

This project is concerned with the improvement of reading achievement of children in the seven-county area of Andrew, Atchinson, DeKalb, Gentry, Holt, Nodaway, and Worth. Children with reading problems are brought to the clinic for reading diagnosis. Case study reports describing the child's strengths and weaknesses are then forwarded to the referring school with recommendations for instruction. School visits and on-site testings throughout the year by clinic staff members follow up on the child's progress. During the summer special reading classes are conducted at the clinic.

There are sixty-four schools that participate in the project. Besides the diagnostic and remediation services, the clinic sponsors inservice activities ranging from on-site consultancies to large general workshops at the clinic.

During the third year, the project was able to expand its objectives to include on-site diagnosis and inservice goals. In both areas the clinic was able to meet and surpass its objectives.

During the three years, 82 percent of the children diagnosed exceeded by 25 percent their expected reading achievement. On-site testing became an important part of the formalized program reaching 317 students in a year and a half. Inservice programs grew from isolated offerings to one of the project's strongest points. During the final evaluation period, over 81 percent of the schools in the project area had teachers involved in the inservice activities. In the two years this service was measured, over 734 teachers were involved in a variety of inservice activities.

PARKWAY PUBLIC SCHOOLS

ENVIRONMENTAL ECOLOGICAL EDUCATION

Project Number: 35-71-15-2

Third Year Budget: $66,257.50

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

Project Director:
Gary Hall
455 North Woods Mill Road
Chesterfield, Missouri 63017

Supt. of LEA:
Dr. Wayne Fick
455 North Woods Mill Road
Chesterfield, Missouri 63017

The Title III project has developed an inquiry oriented, interdisciplinary program in Environmental Education. This program has:

1. Provided inservice workshop training for selected teachers, to assist them in developing an understanding of Environmental Ecological Education (EEE), knowledge for developing EEE curriculum units, and developing and implementing these units.

2. Provided an outdoor environmental interpretation center for basic field research and utilization of outdoor laboratory equipment in problem solving.

3. Provided the opportunity and skill to develop curriculum materials and activities to be used with EMR and orthopedically handicapped students during the summer.

4. Provided a five day resident environmental education program for all students during their sixth grade of school.

An EEE staff member is in each elementary building one day per week to assist in implementation of these EEE units.

A site within the district has been developed as an outdoor interpretation center. Trails are laid out on the site for use by Parkway students and citizens. Special trails and appropriate curriculum materials are being developed for the orthopedically handicapped and EMR students who reside within the district, to be used during the summer.

A permanent site was chosen for the five day resident environmental education program for the sixth grade students. A revised instructional curriculum has been developed for use in subsequent years at the site.

Reports showed that students were able to achieve better than 80 percent of the skills of basic field research. The observation skills of the handicapped students were improved as a result of the summer program.

In April 1973, the EEE Project received national validation from an evaluation team from Indiana.

PATTONVILLE R-III PUBLIC SCHOOLS

TALKING TEXTS AND TESTS

Project Number: 35-71-16-2

Third Year Budget: $27,540.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: 1-12

Project Director:
Dr. Marlin Jackoway
115 Harding Avenue
Maryland Heights, Missouri
63043

Supt. of LEA:
Dr. James Harmon
115 Harding Avenue
Maryland Heights, Missouri
63043

This project has sought to produce a compatible bookless curriculum for students with severe reading problems in the regular classroom program. The project has two major thrusts. The first is to pilot programs developed by the project staff in English and math. The second involves the creation of master cassettes for books currently in use in the district.

Pilots were run at the fifth, eighth and ninth grades during the project. The data generated by these projects indicate that students seem to hold their own rather than slip back in cognitive skills while their affective domain is definitely improved in audio-support programs.

The master cassette production outside of the pilots has brought about the use of volunteer readers throughout the system. In all, the annual production of master cassettes (those used for reproduction) is normally about 400 new cassettes while the duplication unit produces between five and ten thousand cassettes that are used many times before being re-recorded.

Plans for the operation in the 1974-75 school year include expansion more strongly into the social studies and/or science fields.

ST. LOUIS PUBLIC SCHOOLS

PROJECT FOR GREATER FACULTY EFFECTIVENESS

Project Number: 35-71-17-2

Third Year Budget: $175,194.50

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

Project Director:
Harlan E. Lewis
1517 South Theresa
St. Louis, Missouri 63104

Supt. of LEA:
Dr. Clyde C. Miller
911 Locust Street
St. Louis, Missouri 63101

The major underlying premises upon which Project EFFECT is based are that local school faculties:

1. Are in key positions to identify the unique educational problems of the communities they serve.

2. If provided with the requisite skills and information, are capable of developing instructional programs which will improve the educational performance of their pupils.

The project attempts to provide teachers with the necessary skills and information, it does not attempt to impose a particular kind of innovation. Teachers at the individual school level are determining the extent and kind of innovation required to meet pupil needs.

Project EFFECT is designed as a two-part program for participating schools. The first year of a school's participation is primarily a year of inservice activities and program development. It is a year of preparation and planning for a new educational program in each project school. The second and third years of participation are devoted to the implementation, evaluation, and modification of these programs.

Informational assistance is provided by the School Information System (SIS) within the project. This SIS provides information on a wide range of variables that will enable each participating school to determine its needs and to measure its effectiveness in relation to other schools in the same district, in the city, in the Metropolitan Area, and across the country. Other information about school neighborhoods, student and parent attitudes and interests, and trends in education will be compiled and distributed to the schools. It is expected that these types of information from the SIS will help schools identify their particular strengths and weaknesses.

The project was continued under local funding at the July 9, 1974, Board of Education Meeting. The information system component of the project will become the responsibility of the St. Louis Schools' Division of Evaluation; the staff development component will be incorporated into a new system-wide Inservice Division. The number of new schools to be involved this year has not been determined at this point. However, the fact of its continuation indicates the high priority placement of the project by the board and central administration.

SIKESTON R-VI PUBLIC SCHOOLS

Project Number: 35-71-18-2

Third Year Budget: $18,218.19

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-6

CHILD STUDY CENTER

Project Director:
Wade Bedwell
Lee Hunter Elementary
Baker Lane
Sikeston, Missouri 63801

Supt. of LEA:
Sam Harbin
1008 North Main
Sikeston, Missouri 63801

The Child Study Center, within the framework of the Sikeston Public Schools, is engaged in the diagnosis and remediation of those children who fall into the category of special learning disabilities as defined by the National Advisory Committee on Handicapped Children in 1968.

The Child Study Center utilizes a staff composed of an educational psychologist, speech pathologist, reading diagnostician, pediatrician, nurse and counselor, who as a team, identify the area or areas of the child's disability. Possible learning disability children are referred to the Center on the basis of results of a teacher-administered scale of children's learning behavior patterns. Results from diagnostic tests are used by the staff to indicate the degree and type of disability as well as quantitative data indicating the possible remediation techniques and materials to be used.

Remedial personnel trained by the Child Study Center staff, in addition to the classroom teacher, work with the child to remediate his specific learning disability. Evaluation of the remediation process is determined by regular periodic reports and objective type tests.

The mean gains of the children, in a remediation program, were all above that expected for children with their level of intelligence as computed from scores made on individual intelligence tests. Tests used to measure gains, on a pre and post test basis, were an achievement test and other tests related to the child's disablilty. Children also showed improvement in classroom performance on a Behavior Rating Scale administered by the teacher. This was determined by a pre and post administration of the scale. It was felt that the objectives of the program were all met and exceeded.

TITLE III

PROJECTS COMPLETING

THE SECOND YEAR OF OPERATION

BERKELEY PUBLIC SCHOOLS

INDIVIDUALIZED LARGE TYPING CLASS INSTRUCTION

Project Number: 35-72-01-1

Second Year Budget: $38,971.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: 10-12

Project Director:
Mrs. Louise Blake
8710 Walter Avenue
Berkeley, Missouri 63134
Supt. of LEA:
Joe R. Cox
6001 Berkeley Drive
Berkeley, Missouri 63134

In 1972-73, Berkeley School District initiated a two-year individualized large typing class research project. The multi-faceted goal of this project was to reduce student failures, improve individual learning, and provide for more extensive training in business education. After basic typewriting skills are acquired, each student determines which of three specific objectives would best meet his or her personal needs: Vocational Typing, College-Bound Typing, or Personal Typing.

Materials developed for individualized instruction on basic skills and individual learning goals included numerous minipak units, carousel slides, cassette tapes, and filmstrips.

The average grades of typing students for three school years (1969-72), when the traditional method of teaching was used, has been utilized as a basis for comparing the success or failure of the individualized teaching instruction. It has been determined that the evaluation made up to the present time indicates that there was greater success in teaching students using individualized instruction. The tables below illustrate this:

In a comparison of traditional and individualized methods of teaching typing an extensive improvement is noted in both letter grades awarded and typing speeds. Based on the average over a three year period prior to implementation of the individualization program, numbers of students receiving grades of A or B almost doubled. The improvement in average typing speed was equally impressive.

This type of data evidences the improvement that can be shown by students working under this project.

BRENTWOOD PUBLIC SCHOOLS

UPGRADING READING IN CONTENT AREAS

Project Number: 35-72-02-1

Second Year Budget: $8,814.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: 9-12

Project Director:
Donald W. Schaeffer
2221 High School Drive
Brentwood, Missouri 63144
Supt. of LEA:
Dr. Walter J. Molo, Jr.
1775 Parkridge Avenue
Brentwood, Missouri 63144

During the 1971-72 school year teachers and administrators at Brentwood High School became concerned that while most students could read well, a large number appeared to have difficulty reading material in the content area. After making an examination of teaching strategies in common practice, it was concluded that students had seldom been taught to read and understand the content in the various disciplines. Generally, the teachers assumed students could handle the material without being given specific instruction.

To provide objective evidence of the status of students, Cloze Tests were used. These tests, based on the students' ability to read in the content areas, identified the number of students reading at the independent level, the instructional level or the frustration level. Test data indicated that over 30 percent of the students were reading at the frustration level in content material.

The purpose of the project is to change the behavior of the classroom teacher with regard to reading in the content areas in grades 9-12, and thereby reduce the number of students in these grades who are reading at the frustration level. Teaching units developed during summer workshops, 1972-73, are being taught in the regularly assigned work.

The findings of our first year interim evaluation indicate that the project was successful in its purpose of causing teachers to teach reading in the content areas. As this time, however, no change in students has been consistently measured by the Cloze Test. Therefore, a staff constructed content comprehension instrument will be used as a parallel measure.

DESOTO #73 PUBLIC SCHOOLS

DRUG ABUSE PREVENTION EDUCATION PROJECT

Project Number: 35-72-03-1

Second Year Budget: $26,888.16

Grant Period: 7/1/73 to 6/30/74

Grade Span: 1-12

Project Director:
Jerry L. Owen
DeSoto Senior High School
DeSoto, Missouri 63020

Supt. of LEA:
Rolland W.T. Jones
Vineland Road
DeSoto, Missouri 63020

The ultimate goal of the DeSoto Drug Abuse Prevention Education Project is to develop a comprehensive drug education program to serve public and parochial schools.

To date, in project year 02, there have been twenty hours of inservice training workshops for faculty and staff. A three hour graduate drug abuse education course was conducted during the fall for some forty faculty and staff who attended the basic twenty hours of training held during project year 01. The drug abuse curriculum library has been established and is operational with the school district contributing over $3,000.00 for its establishment. The project has written and produced a drug abuse policy handbook that has been adopted by the local board of education. This handbook along with the three curriculum guides (k-3, 4-6, 7-12) and their companion bibliography have been disseminated upon request to some ninty-one schools, agencies, and institutions both within and outside the state. A total of fourteen in-state and out-state colleges and universities have also requested and received these materials.

Implementation of the program was started this school year and will be evaluated and revised and continue next year.

DONIPHAN R-I PUBLIC SCHOOLS

AREA SCHOOL VOCATIONAL GUIDANCE

Project Number: 35-72-04-1

Second Year Budget: $26,402.32

Grant Period: 7/1/73 to 6/30/74

Grade Span: 7-12

Project Director:
Paul Ripley
309 Pine Street
Doniphan, Missouri 63935

Supt. of LEA:
James O. Carson
309 Pine Street
Doniphan, Missouri 63935

This Title III effort centers around guidance activity in a new Area Vocational School. The thrust of the program is to provide testing, counseling, and job placement services which will result in increased employment and more successful careers of the vocational school graduates. Intensive work has also been directed toward inservice training of teachers and activity in career education as a pre-vocational effort to improve the total school dropout rates by making school more meaningful to all students.

The program brings direct services to 250 secondary vocational students of the Current River Area Vocational School plus some 350 pre-vocational students. Indirect services are extended to some 800 other students through teacher education and material support.

INDEPENDENCE #30 PUBLIC SCHOOLS

PREVENTION, DIAGNOSIS OF READING PROBLEMS

Project Number: 35-72-05-1

Second Year Budget: $33,000.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-1

Project Director:
Mrs. Norrene Farley
1231 South Windsor
Independence, Missouri 64055
Supt. of LEA:
Dr. Guy Carter
1231 South Windsor
Independence, Missouri 64055

Twenty-three hundred students and eighty-four K-1 teachers are involved in a project to raise the level of reading in the Independence School System. The teacher is the key to reading success. As such she needs to be well equipped to identify, diagnose, develop, or correct problems that deter the reading process. Acting on the assumption that prevention is better than remediation, the Independence Public Schools has implemented an inservice program to train teachers to recognize and help the child who has not developed the proper pre-reading and reading skills.

This program involves a university course which offers the teacher background knowledge concerning 10 skill areas and their relationship to reading, and techniques for detecting, diagnosing, and correcting of deficiencies in the classroom situation. Workshops are conducted by LEA staff members to assist the teacher in production of manipulative materials to help the child. A full-time "Resource Teacher" is employed, within the framework of the budget to go into the classroom and aid teachers by working with the teacher and/or the children to develop the necessary teaching knowledge or learning skill and to evaluate techniques and methods being used. Supervisory staff members and the project director also assist part-time.

LEA staff personnel and teachers have worked together on development of a "test manual" to aid in identification of student need. An "idea file" having some 500-600 ideas to correct or remediate an identified problem has also been developed. If the teacher finds a technique, method or material does not correct or aid the accomplishment of the development of a skill she then has access to many other ideas for correction, remediation, or development.

This is an ongoing program. During the first project year all kindergarten and first grade teachers received this special training. During the second project year all new kindergarten and first grade teachers received the training. Such training of new teachers will continue.

A comparison of rankings achieved on the Metropolitan Readiness Tests, between 1972 kindergarten students and 1973 kindergarten students indicates that the 1973 kindergarten students showed an overall improvement in ability to cope with the formal reading skills introduced in the first grade.

KIRKSVILLE R-III PUBLIC SCHOOLS

MISSOURI ENVIRONMENTAL STUDIES APPROACH (MESA)

Project Number: 35-72-06-1

Second Year Budget: $104,101.32

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

Project Director:
Dr. Dean A. Rosebery
Northeast MO State University
Kirksville, Missouri 63501
Supt. of LEA:
Dr. George Evans
401 E. McPherson
Kirksville, Missouri 63501

By July 1975, 300 teachers will have participated in the Environmental Studies Project operated by Northeast Missouri State University under contract from Kirksville R-III School District.

Three sessions are held during June, July, and August. (The participants make most of the decisions about what happens.) A calendar or schedule is developed which has included resource people from the university, physicians, law enforcement people, and other citizens of the community. University transportation is utilized to explore more distant aspects of the environment. Historic sites, industries, cemeteries, artistic and architectural objects, parks, and schools have been included. One major trip is offered to Kansas City or St. Louis where botanical gardens, environmental protection agencies, art museums, and open schools have been visited.

During the school year "formal" meetings are hosted by different participants at their home grounds and periodic visits are made to classrooms by staff members. Sometimes teachers request help with equipment or supplies, and occasionally PTA or other organizational programs are requested. Staff members frequently have opportunities to interact with kids.

The Environmental Studies curriculum materials are non-disciplinary (or inter-disciplinary) which are designed to engage students at any grade level with their immediate external environment and with their own personal internal environment. Currently the materials are in the form of fifty assignment cards written for the teachers use. After the assignment is given, the teacher is to remain as quiet as possible. The teacher acts as a support person, not a decision maker. The kids are allowed to follow their own paths.

Students are encouraged and supported to extend their experiences by creating new assignments or by choosing which assignment they wish to pursue. Some assignments are done in small groups. Some are done at home.

Equipment which is suggested includes polaroid cameras, portable tape recorders, old magazines, and a wide variety of common art and science materials.

MEHLVILLE R-IX PUBLIC SCHOOLS

LET'S GET READY FOR KINDERGARTEN

Project Number: 35-72-07-1

Second Year Budget: $82,907.70

Grant Period: 7/1/73 to 6/30/74

Grade Span: Preschool

Project Director:
Mrs. Gladine Liner
5140 Patterson Road
St. Louis, Missouri 63129

Supt. of LEA:
Kermit O. Bierbaum
3120 Lemay Ferry Road
St. Louis, Missouri 63125

Mehlville School District has developed a preschool program directed toward children with base skill deficiencies. At kindergarten registration a locally developed instrument is used to identify these children who may have difficulty in a formal school setting.

The preschool staff has developed special sequential learning packets to meet the needs of these children. Each packet is designed to teach a specific skill through active participation by the child and parent. With the help of the learning packets, parents are able to utilize their skills to involve their children in learning experiences that are fun and rewarding.

The Mehlville Preschool Program is based on the belief that preschool years are the prime time to develop certain skills a child needs in order to meet with success in his school life.

Learning packets are presented to the children by their parents, in their home. The parents are given special orientation in two-hour workshops held twice each month. The workshops are designed to give parents special techniques of working with and understanding children. A "Newspaper For Little Folk" is sent to the homes the week the parents do not attend a workshop. In addition, a lending library of preschool books and professional books is available.

Data gathered on the 341 preschoolers taking part in the Mehlville Title III Program during the first year, showed statistically significant gains in performance from pre to post test. The entire population shifted almost six points - a pre-test average of 15.3 to a post-test average of 21.1. Further analysis indicated conclusively that the number of workshops attended by the parents yielded a proportional increase in post-test total score by their child. Overall, statistical evidence compiled supported our design purpose, namely, that the instrument identifies those children with basic skill deficiencies, that the treatment administered would increase a child's skill level as measured upon entry into kindergarten, and that the amount of increase would be positively related to the degree of parent involvement in the program.

NIXA R-II PUBLIC SCHOOLS

INTERMEDIATE GRADES ACCELERATED READING PROGRAM

Project Number: 35-72-08-1

Second Year Budget: $47,252.40

Grant Period: 7/1/73 to 6/30/74

Grade Span: 5-7

Project Director:
Mrs. Villa Ann Glenn
Route #1
Nixa, Missouri 65714

Supt. of LEA:
Reed G. Espy
Nixa, Missouri 65714

The Nixa R-II School System is involved in a program designed to improve reading skills of 210 students in grades 5-7. The Intermediate Grades Accelerated Reading Program focuses on the average and above average student. It is felt the faster student is not being challenged in self-contained classrooms where instruction is geared to the average and below average student. Challenging the able student to perform at his potential is paramount in this program.

The first year of the program, more time was spent on functional reading skills where the students work was individualized to meet specific needs. The second year, stress has been placed on more advanced reading skills. A methodology is used where the student reads critically and analyzes and interprets what he has read, then forms opinions and makes judgments. The success of this program centers around learning activities in which the child becomes completely involved. Small group activities motivate the child to think creatively and express his opinions. Paperback novels are used as instructional materials to broaden the child's reading interests. Classes are designed to extend the student's literary understanding and stimulate his thinking.

The students work in one of three places: 1) A reading laboratory equipped with machines and materials where the student works individually at his own rate, 2) a library well stocked with paperbacks where the child is encouraged to develop more mature, and more refined reading tastes, and 3) the classroom where the child works in small groups on units of his or the classroom teacher's choice.

One objective provides counseling techniques to improve the motivation of reading. The director-counselor uses both group and individual techniques in a problem-solving approach. Through character and problem analysis in reading materials, students are encouraged to find solutions applicable to problems encountered in group sessions.

Another objective is accomplished in a five day workshop designed to aid the classroom teacher in developing expertise in the teaching of reading.

Continuous evaluation is carried on in all three phases of the program. The success of the program will be determined through scores of a pre-test and post-test instrument compared to expectancy determined by the Harris formula.

PARKWAY PUBLIC SCHOOLS

Project Number: 35-72-09-1

Second Year Budget: $165,918.40

Grant Period: 7/1/73 to 6/30/74

Grade Span: 1-8

RIGHT TO READ READING CLINIC

Project Director:
Dr. John Borsa
726 Hanna Road
Manchester, Missouri 63011
Supt. of LEA:
Dr. Wayne W. Fick
455 North Woods Mill Road
Chesterfield, Missouri 63017

The Right to Read Reading Clinic is a specialized diagnostic and remediation program. It is designed to strengthen the total reading program of the Parkway Elementary Schools. It functions in cooperation with the reading specialists, teachers, counselors, and other workers in the reading area.

The clinic's counselors are providing group and individual sessions for parents. These sessions are used as a means of helping parents understand their child's problems as well as providing for alternate methods of dealing with the child.

An important part of the clinic's function is the inservice instruction of classroom teachers. A two level inservice program has been developed and initiated. One hundred teachers took part in a program dealing with: Identification of the disabled reader, administration of a test battery, and techniques for dealing with specific reading problems.

SUMMARY OF CURRENT DATA

Data Indicated the Following:

1. The clinic's population had a mean I.Q. which did not vary significantly from the mean I.Q. of the district.

2. Counseling was a significant factor in reading achievement growth.

3. Children taught using the language experience approach had significantly higher instructional reading levels than students taught using other teaching methods.

4. The mean instructional reading level achievement per year was five months prior to instruction and one year, six months after clinic instruction.

5. Approximately 321 teachers, administrators, counselors, and teacher assistants attended workshops presented by the clinic.

6. Approximately 5% of the students attending the clinic have been referred to outside medical help for vision and/or hearing problems.

ST. ELIZABETH R-IV PUBLIC SCHOOLS

ACCOUNTABILITY FOR EDUCATORS TO STUDENTS

Project Number: 35-72-10-1

Second Year Budget: $44,434.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

Project Director:
G.L. Mayfield
St. Elizabeth, Missouri 65075
Supt. of LEA:
Ray Doerhoff
St. Elizabeth, Missouri 65075

The basic objective in the areas of Language Arts, Science, Social Studies, and Math at St. Elizabeth is to raise student achievement. This, hopefully, can be done through increased student, faculty, and administration interest and enthusiasm.

The 5 teacher assistants were spread K-12, to work with the 18 teachers in the four areas and all students.

The resource teacher works with learning disabled underachieving students referred to her by the teachers. The resource teacher has a masters in guidance and counseling and is certified as a pyschological examiner and a learning disabilities teacher.

The student incentive aspect of the project consists of groups of students making contingency contracts on classroom achievement. Incentives have varied from a Cardinal baseball game to a Sunday afternoon in the school gym playing. Incentives must be a group type with instructor and project director approval.

The performance contracting was open to all teachers, in the four basic areas, and administrators. Contractors could gain or lose as much money as they wished to contract for. The contracted sum would be added to or subtracted from the next school year contract. The dollar amount gained or lost is determined by the amount contracted for and the class average achievement in relation to their average achievement over the last three years. Half the eligible faculty signed contracts.

In regard to student incentives, $5,300 was spent and 70% of the students said the incentive program helped them learn more. The faculty has generally been receptive and happy with this aspect of the program. The budgeted amount for the second year was $2,000.

Five teachers and two administrators signed performance contracts. Two lost money, one of those left the system. Five people gained money, one left the system.

ST. LOUIS PUBLIC SCHOOLS

COMPUTER MANAGED INDIVIDUALIZED LEARNING PROJECT

Project Number: 35-72-11-1

Second Year Budget: $277,275.15

Grant Period: 7/1/73 to 6/30/74

Grade Span: 1-7

Project Director:
Mrs. Geraldine Johnson
1517 South Theresa
St. Louis, Missouri 63104

Supt. of LEA:
Dr. Clyde C. Miller
911 Locust
St. Louis, Missouri 63101

PLAN* is a program which offers each learner a truly individualized education in reading, language arts, mathematics, science and social studies which can be adapted to each pupil's needs, abilities, interests and goals. The major components of the program are instructional objectives, study plans to achieve these objectives and a computer support system which helps teachers plan learning and monitor programs.

PLAN* has two major goals. The first is to make it possible for each child in school to have an individualized program in reading, language arts, mathematics, science and social studies programs created specifically for the child to fit his particular abilities and interests.

PLAN*s second major goal is to involve students in their education by giving them an active voice in both what they learn and how they learn it.

PLAN* is a commercial program available through the Westinghouse Learning Corporation.

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY

EARLY-EXPANDED EDUCATION FOR AUDITORIALLY IMPAIRED

Project Number: 35-72-12-1

Second Year Budget: $115,812.85

Grant Period: 7/1/73 to 6/30/74

Grade Span: Preschool

Project Director:
Robert L. Huskey
12110 Clayton Road
Town And Country, Missouri
63131

Supt. of LEA:
Oral W. Spurgeon
12110 Clayton Road
Town And Country, Missouri
63131

The Special School District of St. Louis County proposes to offer a continuum of diagnostic and education services to auditorially impaired children. This program begins as soon after diagnosis as possible, and continues to the point of readiness for entry into currently operating special classes of children ages five through twenty, or regular classes in their neighborhood schools served by hearing clinicians. The main goals of the program are to provide: 1) Early preschool expanded education for auditorially impaired children, 2) integration of auditorially impaired children with normal hearing, and 3) intensive work with parents of auditorially impaired children ages 0 to five.

UNIVERSITY CITY PUBLIC SCHOOLS

Project Number: 35-72-13-1

Second Year Budget: $30,397.20

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

GUIDANCE AND COUNSELING TEAMS

Project Director:
Tansie Mayer, Jr.
725 Kingsland Avenue
University City, Missouri
63130

Supt. of LEA:
James A. Hopson
725 Kingsland Avenue
University City, Missouri
63130

The general objectives of the program are defined as: (1) to update counseling services and bring them into the mainstream of student life and needs, (2) to provide a broader base for feedback on student, teacher and community needs and how the guidance program is meeting them, and (3) to provide psychological education for students.

At the senior high level, each of the three teams has three teachers, two students, two counselors and a paraprofessional. In the three elementary schools, the teams consist of three teachers, a social worker, a counselor and a paraprofessional as well as an administrator. In the parochial school, the team consisted of four teachers and an administrator.

The guidance team concept is to work solving some of the problems of students through the fact that the team is made up of different persons with different skills and backgrounds.

The project has caused a decline in problems of class disturbances, behavior, disrespect and fighting. The senior team of the high school has increased the number of placements of students in summer employment.

TITLE III

PROJECTS COMPLETING

THE FIRST YEAR OF OPERATION

41

BLUE SPRINGS R-IV PUBLIC SCHOOLS

SYSTEMATICALLY DESIGNED CAREER EDUCATION PROGRAM

Project Number: 35-73-01-0

First Year Budget: $68,[illegible]10.65

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

Project Director:
Mark Yehle
901 Main Street
Blue Springs, Missouri 64015

Supt. of LEA:
Dr. Gale Bartow
901 Main Street
Blue Springs, Missouri 64015

As a result of complex demands from both the working community and the business community, the Blue Springs School District developed a career education program. A curriculum guide for Career Education was developed by faculty members. Grades K-6 implemented a program based on self awareness and occupational awareness objectives. Junior and Senior High Schools work with many career education activities.

In addition, a Career Education and Information Center was established. The job placement services helped students find jobs in the area.

CLEARWATER R-I PUBLIC SCHOOLS

HOME CENTERED EARLY CHILDHOOD PROGRAM

Project Number: 35-73-02-0

First Year Budget: $27,476.43

Grant Period: 7/1/73 to 6/30/74

Grade Span: Preschool

Project Director:
Ms. Lynn Daugherty
825 North Main Street
Piedmont, Missouri 63957

Supt. of LEA:
Ronnie L. McCormick
825 North Main Street
Piedmont, Missouri 63957

The Home Centered Early Childhood Program was designed to enable Clearwater School, parents, and the community to work together in the home environment of all four year olds. The purpose of this program is to allow each child to reach his full potential during his most formative years. A most significant aspect of this program is the parent participation in the home teaching activities and the training provided to these parents by the project staff. This training will increase the parents' ability to meet the needs of their pre-kindergarten children. Monthly inservice training programs are held to orientate parents to the objective of the program, demonstrate materials and techniques, and acquaint the parents with the broad range of activities needed in preschool education.

An Early Childhood Specialist (through the use of an Early Childhood Mobile) visits the home of each child once a week providing a comprehensive program for each child. Early learning materials and learning packets developed by the project staff are left in the home to be used by the parent and the child during the week. The final evaluation of the program is now in progress so complete data is not yet available.

Attendance records have been kept on the inservice training meetings and to date 65% of the 62 sets of parents of the children participating in the program have attended these meetings. This number is more significant when compared to the 1% attendance of the Clearwater PTA group.

It is expected that approximately 62 pre-kindergarten children enrolled in the program will show a 50% mean gain in basic concepts skills and social development measured by the TOBE Test of Basic Experiences and parent assessment forms. These 62 children will show a 12 month mean gain in visual motor integration measured by the Beery Development Test of Visual Motor Integration. The 62 children enrolled will also show a 20 percentile mean gain in mental maturity as measured by the Peabody Picture Vocabulary Test.

One of the most significant aspects of the program which cannot be measured is the exceptional interest shown not only by the parents but also by other members of the community and surrounding schools. These people have given a tremendous amount of support to the program by providing many worthwhile experiences for the project children.

FERGUSON R-II PUBLIC SCHOOLS

CHILD DEVELOPMENT CENTER

Project Number: 35-73-03-0

First Year Budget: $59,379.85

Grant Period: 7/1/73 to 6/30/74

Grade Span: Pre-Kindergarten & 10-12

Project Director:
Ms. Sandra Lord
1896 South Florissant Road
Florissant, Missouri 63031

Supt. of LEA:
Dr. Warren M. Brown
655 January Avenue
Ferguson, Missouri 63135

The Ferguson Florissant Child Development Centers are serving several needs in the School District. The enrollment of 65 children, aged 2-5, satisfies a community need for quality child care at reasonable cost. The two Centers provide a warm and responsive environment for the social, emotional and intellectual growth of young children.

The Centers are located within McCluer High School and McCluer North High School, providing an experiential learning situation where high school students in the Community Outreach Program of deliberate psychological education are working intensely with preschool children. Students involved in high-impact cross-age experience seem to exhibit rapid behavioral change, closer relationships with staff, more initiative and increased responsibility in their work, and often use this experience as a vehicle for testing future career possibilities. Along with the laboratory experience, students attend a weekly seminar or practicum meeting with a counselor or trained teacher. The practicum is a powerful base from which to build change, as the counselor and student both develop more positive self-concepts, critically examine their value systems, and become involved in a consistent, informed decision-making process. Peer counseling is stressed, as well as specific skill training in parenting.

Students from the Home Economics Departments' Child Development courses also participate in the Centers, observing child behavior and learning to develop and evaluate programs for preschool children.

A library of resource material and regular inservice presentations are available to students, staff, and parents.

FORT OSAGE R-I PUBLIC SCHOOLS

LEARNING DISABILITY LABORATORY PROGRAM

Project Number: 35-73-04-0

First Year Budget: $70,140.74

Grant Period: 7/1/73 to 6/30/74

Grade Span: Pre-Kindergarten - 6

Project Director:
Ben Whited
Route 2, Box 928
Independence, Missouri 64056

Supt. of LEA:
Victor D. Gragg
Route 2, Box 928
Independence, Missouri 64056

The Learning Laboratory Disability Program of the Fort Osage School District first provides for evaluation and prescriptive developmental experiences for preschool and kindergarten children, and secondly, for diagnostic evaluation and prescriptive remediation of academic deficiencies and learning disabilities at K-6 grade levels. The learning laboratory at each major elementary center is staffed by two learning disability teachers who are assisted by grade level teachers, a counselor, speech teacher, and a part-time nurse.

The evaluation team follows a sequential cross-checking diagnostic procedure using appropriate instruments.

Sequential Eliminative Evaluation Steps:

1. Acuity Evaluation
   a. Vision.....Nurse
   b. Hearing.....Speech Teacher
2. Estimated Intellectual Potential.....Counselor
3. Emotional Disturbance Evaluation.....Counselor
4. Learning Disability Identification
   a. Perception (motor, visual, auditory).....Counselor & L.L. Teachers
   b. Processing of Information.....Counselor & L.L. Teachers
5. Academic Deficiencies.....L.L. Teachers

For children having identified needs, the learning lab teachers prescribe individualized educational activities for the home and classroom as well as the lab itself. The lab doubles as a resource center for the prescriptive materials while providing intensive remediational experiences four days per week during thirty minute sessions. One day per week is scheduled for staffings, preparations, conferences, testing, and prescription writing.

FORT ZUMWALT R-II PUBLIC SCHOOLS

INDIVIDUALIZED INSTRUCTION FOR THE HANDICAPPED

Project Number: 35-73-05-0

First Year Budget: $44,296.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: 1-6

Project Director:
Dr. Judy Cooper
504 North Main Street
O'Fallon, Missouri 63366
Supt. of LEA:
Dean Riley
504 North Main Street
O'Fallon, Missouri 63366

Individualized Instruction for the Handicapped is a Title III, ESEA project which provides all district elementary teachers with the means to individualize instruction for minimally handicapped children who remain in the regular elementary classroom. The philosophy of the project is based on the assumption that all students participate in educational experiences appropriate to their needs, regardless of the strengths and weaknesses they bring to the learning situation. Where practicable, students should receive instruction in the regular classroom as opposed to the concept of isolating and segregating students with special needs. Specifically, inservice education and consultation with a certified special education teacher are available to aid the teacher in providing individual instruction for exceptional students. To implement the process of individualization, the project contains three major components: a) Teacher inservice, b) parent volunteer, and c) education strategists.

All personnel involved in the project are committed to the concept that all students, regardless of their capabilities, have a right to instruction appropriate to their needs. An educational setting which offers a variety of experiences supervised by competent teachers is the essence of Fort Zumwalt's approach to individualized instruction for the handicapped.

FOX C-6 PUBLIC SCHOOLS

C-6 DISTRICT GOES METRIC

Project Number: 35-73-06-0

First Year Budget: $21,759.83

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

Project Director:
Dr. Wayne J. Drda
745 Jeffco Boulevard
Arnold, Missouri 63010

Supt. of LEA:
James J. Rickman
745 Jeffco Boulevard
Arnold, Missouri 63010

The primary objective of this project during the first year was the education of the teachers in the C-6 School District in the metric system. During the period October 23 thru November 14, a teachers workshop was conducted on Tuesday and Wednesday nights. Instruction encompassed why the United States needs to adopt the metric system, the relationship between the English and metric system and demonstration and practical application with the metric units of length, volume, mass and temperature. Teachers were encouraged to begin metric instruction in their classrooms using the equipment provided by the project. The workshop was repeated during the month of April. Each workshop consisted of eight hours of instruction presented in four two-hour sessions. Lesson plans developed by the project staff for the metric workshop are available to interested parties at cost upon request.

A secondary objective for the first year was the development of a curriculum for teaching the metric system to all students grades K-12. This was accomplished by the formation of a curriculum development committee consisting of two teachers from each elementary grade, two Junior High teachers, and two Senior High teachers. The curriculum will be introduced into the classroom beginning with the 1974-75 school year. Metric curriculums were written for elementary grades 1-6, Junior High mathematics and science and Senior High science and industrial arts. Copies of these curriculums will be available by July 1, 1974, to interested parties at cost upon request.

The third objective was to insure that students received an introduction to the metric system during the first year of the project. This was accomplished by a pre-test and post-test program covering several months after the first workshop. Teachers were required to present some form of metric instruction during this period. This program also allowed the project staff to evaluate metric materials now available for educational purposes.

The teachers workshops will be repeated during the second year. The metric curriculums will be evaluated and revised as necessary during their use in the classrooms during the 1974-75 school year.

MARYVILLE R-II PUBLIC SCHOOLS

SKILL TRAINING SPECIAL EDUCATION STUDENTS

Project Number: 35-73-07-0

First Year Budget: $5,780.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: 7-12

Project Director:
Robert E. Wilson
1515 South Munn
Maryville, Missouri 64468

Supt. of LEA:
Dr. Robert E. Hale
1st and Vine Street
Maryville, Missouri 64468

The first year has been geared to finding out the students interests, abilities, aims and goals and then channeling these with the academic curriculum.

The final two years will be geared to a 1/2 day school and 1/2 day work situation in the junior year and a full-time job during the senior year. Hopefully the student will be able to utilize this training throughout life and become a productive part of the community.

The Maryville project involves the seven schools of Nodaway County. The Vocational Work Study Program is designed to encourage the Special Education student, who is a potential dropout, to finish school.

MEHLVILLE R-IX PUBLIC SCHOOLS

CAREER EDUCATION PROJECT

Project Number: 35-73-08-0

First Year Budget: $61,698.43

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

Project Director:
Thomas J. Mahan
3120 Lemay Ferry Road
St. Louis, Missouri 63125

Supt. of LEA:
Kermit O. Bierbaum
3120 Lemay Ferry Road
St. Louis, Missouri 63125

The main emphasis during the first year of the project centered around two major areas: (1) Development of materials to use in the program, and (2) Orientation of the staff to the Career Education Concept. In addition to these two areas, implementation of the program objectives began during the second semester.

Items developed to use in the program are primarily of two types: (1) Resource Guides for each of the U.S. Office of Education's fifteen clusters, and (2) Hands-On activities and games to be used by students.

Each Resource Guide produced contains information that is localized for the area such as: (1) An overview containing general information about the cluster, (2) Field trips that will provide Career Awareness of Career Exploration information to the students, (3) Resource speakers available to come to classrooms, and (4) All other types of materials available to use in conjunction with the curriculum in order to integrate career information into the curriculum. Hands-On activities developed for each of the fifteen clusters include various types of activities that can be used on an individual basis, with small groups or with an entire class.

Orientation of the staff to the Career Education concept was accomplished by holding building level meetings with small groups of teachers to explain the program and also on how to use the materials developed for the program. In addition, inservice workshops were conducted to give teachers a more in depth view of various aspects of the program. Workshops presented to the teachers were: (1) Guidance techniques for the classroom teacher, and (2) Career Education in the classroom. The second workshop emphasized how to integrate or infuse career information into the normal day to day activities.

Evaluation of the program centered around locally developed pre and post tests for various grade levels. In all, 16,000 students were pre-tested in September and post-testing was done in May. Tests were developed for the following combination grade levels: (1) K-1-2, (2) 3-4, (3) 5-6, (4) 7-8, and (5) 9-12. Staff members attending workshops were also pre and post tested for each of the two workshops using locally developed tests.

NEW BLOOMFIELD R-III PUBLIC SCHOOLS

DEVELOPMENT CAREER GUIDANCE COUNSELING PROJECT

Project Number: 35-73-09-0

First Year Budget: $54,701.40

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-12

Project Director:
Ms. Delores M. John
New Bloomfield, Missouri
65063

Supt. of LEA:
Donald K. Heard
New Bloomfield, Missouri
65063

The New Bloomfield R-III District developed an innovative approach to career education, guidance, and counseling that would be appropriate for a consolidated rural school district.

The main thrust was to encourage the involvement of school, parents, business, labor, and industry to help students to develop self and career awareness K-12. The Senior High level decision-making skills and placement was emphasized.

There were twelve inservice workshops dealing with the cognitive and the affective domain, to assist the teachers in implementing career education goals in their classrooms.

NORMANDY PUBLIC SCHOOLS

JUNIOR HIGH ASSESSMENT/MINI SCHOOL CENTER

Project Number: 35-73-10-0

First Year Budget: $73,678.70

Grant Period: 7/1/73 to 6/30/74

Grade Span: 7-8

Project Director:
Jeff Heverling
7837 Natural Bridge Road
St. Louis, Missouri 63121

Supt. of LEA:
Morris E. Blitz
7837 Natural Bridge Road
St. Louis, Missouri 63121

Rather than a rushed, impersonal, trial and error placement found in many large schools, each new student entering after the opening of school, spends his first full day in the Assessment Center where testing, orientation and welcoming activities are carried out. The center continues to follow and assist new students as they become acclimated to a multitude of new faces, places, rules, classes and programs.

Small classes (fifteen with six pupils each) are provided for chronically misbehaving and/or academically failing pupils who have the ability to perform at or near grade level. In this setting students are able to make genuine gains as a result of (1) extensive teacher assistance, and (2) an individualized curriculum tailored to provide frequent opportunity for success.

Many over-age eighth graders see little purpose in continuing academic studies beyond age sixteen. To encourage staying in school while providing a meaningful incentive to those having the ability and fortitude to prevail, the Junior High-High School Credits Program was established.

Eighth graders, fifteen years or older, with good attendance and a strong academic grade average are eligible for ninth grade credit courses beginning with the second semester of their eighth grade year. With the completion of an additional six weeks instruction in the summer, the students can then enter high school as tenth graders.

During this first year of operation there are twenty-one students participating in the program.

The following results were obtained through pre-post testing over a two month interval with WRAT for math skills and CTBS for reading and language skills.

Mean Monthly Gain:	Math	7.1
	Reading Vocabulary	6.8
	Reading Comprehension	9.9
	Language Mechanics	20.6

NORTH CALLAWAY R-I PUBLIC SCHOOLS

READING EXPANSION AND ENRICHMENT PROGRAM

Project Number: 35-73-11-0

First Year Budget: $39,591.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-8

Project Director:
Gordon Warren
Box 8
Auxvasse, Missouri 65231
Supt. of LEA:
Lewis W. Hobson
P.O. Box 9
Kingdom City, Missouri 65262

The Reading Expansion and Enrichment program has had three major emphases:

1. To provide greater availability of recreational reading materials to the elementary students of this rural school district by the use of a bookmobile. The three elementary units of the district are served every third day by this bookmobile which now houses approximately 3,000 books and media materials.

2. To influence reading readiness by conducting a weekly "story hour" for the preschool children in the North Callaway District who will enter kindergarten the next school year. This story hour has emphasised one concept each story hour.

3. To develop a sound developmental reading program based upon diagnosis of student needs. Through a testing program, individual profiles and a teaching plan for each student has been developed. A major part of this emphasis has been to improve teacher competency in the teaching of reading through inservice workshops.

The data collected at this point shows three specific facts:

1. The volume of library books being utilized by the elementary students has increased by 25% over last year.

2. The number of participants in the preschool story hour has increased steadily since its beginning in December.

3. There has been an observable increase in different approaches to teaching reading in individual classrooms. Teachers seem to be more aware of students' strengths as well as weaknesses.

ROCKWOOD R-VI PUBLIC SCHOOLS

IMPROVING TEACHER SKILLS READING INSTRUCTION

Project Number: 35-73-12-0

First Year Budget: $74,904.35

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-6

Project Director:
Tom J. Krebs
1600 Vandover Road
Fenton, Missouri 63026

Supt. of LEA:
Dr. William Foster
111 East North Street
Eureka, Missouri 63025

Rockwood's project seeks to improve reading instruction by improving the effectiveness of the developmental reading instruction and increasing the quantity and quality of the remedial reading instruction. Major activities and strategies of this effort include summer workshops for developmental reading teachers and a modification of the role of four new remedial reading teachers. This modified role has placed the remedial reading teacher in the home room rather than a special classroom.

A four-week knowledge-gaining workshop conducted in the summer of 1973 was a solid success. Evaluation results indicate a significant gain in teacher knowledge at the .0005 level. Activities instrumental in achieving these results were: Lectures by experts such as Drs. George Spache, Marlene McCracken, Gladys Stannard and Evelyn Spache; demonstration teaching by the experts, study and examination of individualized reading materials, review of professional publications on reading, and study and application of selected diagnostic reading inventories.

A two-week workshop devoted to writing a Rockwood Reading Guide was also held in the summer of 1973. A rough draft was prepared and editing has been completed.

Project objectives stress knowledge and skill increases for teachers, changes in instructional situation toward more individualized instruction, the reading guide, achievement gains for both developmental and remedial reading students, and attitude changes by students toward reading.

ST. CHARLES PUBLIC SCHOOLS

AN INTEGRATED INDIVIDUALIZED CURRICULUM MODEL

Project Number: 35-73-13-0

First Year Budget: $74,975.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: 1-6

Project Director:
David L. Learman
1916 Elm Street
St. Charles, Missouri 63301
Supt. of LEA:
Dr. Frank E. Colaw
1916 Elm Street
St. Charles, Missouri 63301

During the first year of this project three schools operated and evaluated the Appleton Century Croft Basic Reading Skills Program as one of the components in an Integrated Individualized Curriculum. At two of these three schools this program was used with students in the grade levels 4-6. At the third school, it covered all six elementary grades.

In addition, students at one of the three project schools also had their mathematics program organized in accordance with the principles and guidelines of the Kettering Foundation's Individually Guided Education System. The I.G.E. System is being evaluated as the mathematics component of an integrated individualized curriculum.

UNIVERSITY CITY PUBLIC SCHOOLS

Project Number: 35-73-14-0

First Year Budget: $64,432.00

Grant Period: 7/1/73 to 6/30/74

Grade Span: 10-12

HIGH SCHOOL OF THE ARTS

Project Director:
Tom Lawless
7401 Balson Avenue
University City, Missouri
63130

Supt. of LEA:
Dr. James A. Hopson
725 Kingsland Avenue
University City, Missouri
63130

The arts provide an opportunity to explore feelings and ideas in relationship to the environment and to express them in a unique way. Because this process by its very nature has a humanizing and personalizing effect on both the producer and consumer, it is an ideal entry into the secondary curriculum. Because the arts encompass all the disciplines, they can be the connecting thread that ties together all the varied bodies of knowledge.

A broader spectrum for each student will give him the opportunity to discover:

1. Interdisciplinary relationships between the arts and academic areas.
2. Interdisciplinary relationships within the arts with specialized arts interest.
3. Specialized arts interest.

The desired outcome is not to train the student in some particular area of art, but to give him experiences that will contribute to his general education. The opportunity remains available to help those students growing toward a vocation in the arts.

Specifically, for the students, the immediate observable results are as follows:

1. Finding positive reasons and personal rewards for coming to school, thereby decreasing absenteeism.
2. Developing a greater demand for increased enrollment in art and art-related courses.
3. Increasing respect for the school environment and more active participation in shaping it.
4. Increasing involvement with community art resources. For example, more attendance at museums, galleries and dance concerts.

WAYNESVILLE R-VI PUBLIC SCHOOLS

INDIVIDUALIZATION FOR SUCCESSFUL LEARNING

Project Number: 35-73-15-0

First Year Budget: $74,396.19

Grant Period: 7/1/73 to 6/30/74

Grade Span: 1-3

Project Director:
Mrs. Carrol Lowrance
RFD #1, Box 130
Waynesville, Missouri 65583
Supt. of LEA:
Dr. John L. Vandiver
1105 Debra Court
Waynesville, Missouri 65583

Individualization for Successful Learning is a program designed to demonstrate and test the techniques and methods of individualized instruction in a non-graded, open atmosphere to better meet the needs of the individual child in both affective and cognitive domains. The project has two main components:

1. Continuous inservice training sessions to equip teachers and administrators with the attitudes, skills and knowledge to individualize instruction.

2. A model program during the 1973-74 school year whereby the teachers apply the inservice training to actual student learning activities.

Major objectives of the program are:

1. Students will develop the attitude and skills necessary to enable them to help set learning objectives and carry them out with a 20 percent increase in positive attitude toward school, teachers and peers.

2. Eighty percent of the students will increase their overall academic achievement by one grade level as measured by a pre and post testing program.

3. By the end of the 1973-74 school year, teachers will demonstrate the ability to apply an individualized approach as measured by a systematic teacher and student observation system. The participating teachers will decrease the amount of teacher directed activities by 30 percent and increase the amount of pupil active participation by 30 percent.

4. The program proposes to continuously examine the child, his learning and attitude. It is designed for greater personalized student-teacher-parent relationship.

The program is to be an ongoing process. It will be expanded during the 1974-75 school year to involve six additional primary schools with 57 teachers and administrators and 1,150 primary school children (K-3).

WEBSTER GROVES PUBLIC SCHOOLS

COMPLEMENTARY INSTRUCTIONAL MOTIVATIONAL PROGRAM

Project Number: 35-73-16-0

First Year Budget: $74,546.81

Grant Period: 7/1/73 to 6/30/74

Grade Span: K-9

Project Director:
Mrs. Judy Shook
16 Selma Avenue
Webster Groves, Missouri
63119

Supt. of LEA:
Dr. George W. Brown
16 Selma Avenue
Webster Groves, Missouri
63119

The Complementary Instructional and Motivational Program for disruptive students weak in basic skills is a part of the total Webster Groves Schools program under the design of Title III. Needs are met for 120 students, K-9, who are hyperactive, have short attention spans and are highly disruptive in the regular classroom. Initial referrals are made by the classroom teachers, endorsed by the counselors, social workers and principals. Parental cooperation is required, and arrangements are made during the first home contact for the parents to visit one of the four learning centers - two elementary, two junior high - and to meet the staff before the student attends.

The goal of the project is to reintegrate the student in the regular classroom on a full-day basis, after the student has learned to employ a process for controlling his disruptive behavior. Students are referred and enrolled in a center at any time throughout the school year. Skills in reading, math, social studies are taught daily in the centers on an individualized basis. Home involvement, home visits, frequent phone calls to parents, and evaluation letters on a regular basis have allowed teachers to handle discipline problems. Regular and spontaneous conferences are held with professional staff in the regular schools and in the learning centers to evaluate progress, recent and immediate concerns.

Seven techniques or approaches are being utilized to establish students' honesty in dealing with their own problems. The teachers in all centers use behavior modification, small group counseling, individualized instruction, peer and cross-age tutoring, instructional aides, manipulation of the physical environment, and frequent small group field trips.

The Title III staff is developing diagnostic, motivational, and instructional models with pre and post tests for evaluation.

Students attend the centers on a half-day basis where the staff members can work closely with them on a low adult-student ratio. The other half-day the students attend regular classes and face the usual pressures.

BRIEF DESCRIPTION OF BEGINNING PROJECTS

As of July 1, 1974, eighteen new projects were funded and began the first year of operation of a two or three-year project period. All new projects involve only the district of the submitting Local Educational Agency. A brief description of each project is provided for the purpose of acquainting the reader with pertinent general information.

AFFTON PUBLIC SCHOOLS — "IMPROVING SECONDARY READING"

The purpose of the program is to improve the reading of students in grades 9-12 who are reading one year or more below grade level as determined on the basis of the Gates-MacGinitie Reading Test, and teacher and counselor recommendations. A reading center will be established where teachers in training will diagnose, teach and evaluate under supervision, small groups of students. Time will be spent daily on promoting interest and pleasure in reading and giving students assurance of meeting success in their task.

COLUMBIA PUBLIC SCHOOLS — "EARTH AND SPACE SCIENCE INSTRUCTIONAL PROGRAM"

By providing an instructional program which incorporates the use of a planetarium facility this project is designed to provide students in grades 1-12 with the opportunity to develop a greater understanding and appreciation of a world that is becoming increasingly space oriented. A Planetarium Teaching Guide will be developed along with staff training programs and appropriate materials. The initial work will be with grades 4, 7, 8, and 10.

FERGUSON R-II PUBLIC SCHOOLS — "ADVISEMENT PROGRAM"

The purpose of this project is the development of an advisement program for grades 9-12 which will include a staff-development program, and the development of advisement materials and implementation guides. During the first year of the project, the emphasis will be on developing a one-to-one relationship between an advisor, a student and his parents.

FRANCIS HOWELL R-III PUBLIC SCHOOLS — "EARLY CHILDHOOD POTENTIAL EQUALIZATION PROGRAM"

The program is designed to establish an early childhood research, developmental and instructional center for children three through five years of age. Each child and his parents will have the opportunity to receive professional educational assistance. After a series of training sessions in readiness, the parents will conduct a home tutoring program with their child.

INDEPENDENCE #30 PUBLIC SCHOOLS — "DEVELOPMENTAL LEARNING LABORATORY"

The purpose of the project is to develop a continuous plan of education K-12 to better meet the needs of the individual student. The educational plan will form a framework for an activity centered curriculum. The ultimate goal

of the program is that of developing "exit skills" for all students that will enable them to function to their level of capacity. This goal is designed around an in-depth inservice program in writing and use of instructional objectives.

JACKSON R-II PUBLIC SCHOOLS — "DEVELOPMENTAL LEARNING LABORATORY"

The Learning Laboratory will be designed to meet the needs of the students with learning disabilities. The program entails early identification, remediation in a special laboratory setting, coordination of special services and inservice training of staff for identification and instruction.

JENNINGS PUBLIC SCHOOLS — "JENNINGS HOME START"

This program is designed to help overcome many handicaps which the five year old may have as a result of inadequate experiences prior to the beginning of school. Through a series of discussion and activity sessions, parents will be assisted in working with their child. Kindergarten teachers may participate in an inservice training to help them to better provide the children with appropriate learning experiences.

KANSAS CITY #33 PUBLIC SCHOOLS — "SELF DISCOVERY APPROACH TO MATHEMATICS"

The purpose of this program is to develop a series of mini-courses in math for 9th grade students. These courses are designed: (a) To individualize instruction and techniques which will better meet students needs, (b) to offer instructional content to better meet the career and lifetime needs of students, and (c) to prevent early stereotyping of students into college-bound and noncollege-bound classifications. Involved teachers will receive training designed to create interest on the part of students in developing and utilizing mathematical skills.

LIBERTY PUBLIC SCHOOLS — "INDIVIDUALIZED MATHEMATICS"

Since children grow, acquire skills, and develop concepts at different rates, Liberty will implement an individualized mathematics program for grades 3-6. Suitable materials (IMS) will be purchased and an inservice training program for teachers will be conducted.

MAPLEWOOD RICHMOND HEIGHTS PUBLIC SCHOOLS — "IMPROVED COMMUNICATION DEVELOPMENT PROGRAM"

The purpose of this project is to improve the present curriculum and instruction in the communication skills (listening, speaking, and writing) of the elementary school population and certain diagnosed 7th and 8th grade students. Staff members will be provided with special training and materials to assist the student in correction of diagnosed communication problems.

MEHLVILLE R-IX PUBLIC SCHOOLS "PARENT AND CHILD ENRICHMENT"

This project is designed to involve students in grades K-6 in a student enrichment program which will assist in developing skills: (a) To achieve better understanding of self, and (b) to develop effective communication skills with parents and other family members. Parents will participate in a program to assist them in developing a better understanding of their children and their children's behavior. In addition, an inservice program will provide teachers with necessary information to help accomplish the goals of the project.

MEXICO #59 PUBLIC SCHOOLS "CAREER EDUCATION"

The purpose of the project is to develop career awareness of the world of work and a better understanding of self on the part of students in the middle school (grades 6, 7, and 8). A series of workshops for teachers will take place to assist them in the implementation of the program outlined in the teacher's guide which will be developed by the staff.

PARKWAY PUBLIC SCHOOLS "CONTINUOUS PROGRESS SCIENCE PROGRAM"

The (CPSP) project is designed to develop and implement a science curriculum for high school students (grades 10-12) which will allow students to move through learning materials at a rate that is determined by their ability and interest. The Learning Activity Package (LAP) with emphasis on carefully prepared concepts and behavioral objectives will be the vehicle for continuous progress in biology, chemistry, physics and earth science.

PATTONVILLE R-III PUBLIC SCHOOLS "INDIVIDUAL INSTRUCTION CENTER"

Through the use of an audio-support mathematics program, the students in grades 7th and 8th with reading handicaps will work to increase their performance in mathematics.

ROLLA #31 PUBLIC SCHOOLS "CAREER EDUCATION PROGRAM"

The purpose of this project is to assist students in grades K-12 in preparing for the selection of and accepting the responsibility for an occupation as a career. Through a sequential program the students will develop a true self concept and become realistic in their attitude toward earning a living. An inservice program is planned to orient counselors, teachers, and administrators.

TRI COUNTY R-VII PUBLIC SCHOOLS (JAMESPORT) "INDIVIDUALIZED MATHEMATICS PROGRAM"

The purpose of this program is to develop and implement a sequential ungraded math curriculum for grades K-8. Using the Columbia Math Program as a model, the locally developed program will: (a) Place each student at the level

TRI COUNTY R-VII PUBLIC SCHOOLS (JAMESPORT)
(Continued)

commensurate with his abilities and needs, and (b) provide continuous and close evaluation of each student as he progresses through the levels.

UNIVERSITY CITY PUBLIC SCHOOLS — "EARLY IDENTIFICATION FOR LEARNING STIMULATION"

The program calls for a plan to identify the learning modalities and perceptual strengths and weaknesses of preschool youngsters three and four years old. Concurrent with the identification program will be workshops in child development and educational psychology for parents and the preparation of prescriptions for children for use in the home by parents. Home visits will be made by professionals and para-professionals.

WARRENSBURG R-VI PUBLIC SCHOOLS — "TAPES AND TECHNIQUES FOR UNDERACHIEVERS"

The program is designed to overcome the articulation problems of students in grades 6-8, particularly in the areas of reading and listening skills. Through a planned curriculum of textbook and vocabulary tapes plus related visual aids, the individual students will have the opportunity to develop the skills of study-reading, listening and vocabulary development. A workshop series will be designed to encourage teacher-involvement and cooperation.